Ancient Civilization Lesson Plan: Day 1

# Teacher Candidate: Jennifer Honnold

# Grade Level: 6 th Grade

# Date of lesson: 10/28/15

## Content Standards

**DoDEA 6th Grade Social Studies Standards**

**Standard 6SS2: Students analyze the geographic, political, economic, religious, and social structures early civilizations of Mesopotamia, Egypt, and Kush.**

**Components 6SS2.a:**  Locate and compare the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

**6SS2.b:**  Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

**DoDEA 6th Grade English Language Arts Standards**

**Standard 6E1a: Word Recognition, Fluency, and Vocabulary Development Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around the word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.**

**Component 6E1a.4:** Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.

**Standard 6E1b: Comprehension and Analysis of Nonfiction and Informational Text: Students read and understand grade-level-appropriate material. At Grade 6, in addition to regular classroom reading, students read a variety of nonfiction such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.**

**Component 6E1b.1:** Structural Features of Informational and Technical Materials: Identify the structural features of popular media (such as newspapers, magazines, online information) and use the features to obtain information.

**Example:** Do a keyword search on the Internet to find information for a research report.

**Component 6E1b.3:** Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.

**Example:** Read about another culture in a magazine such as Cricket or National Geographic then compare what was learned to descriptions of other peoples and cultures in other reading sources.

**6E1b.4:** Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.

**Examples:** 1. Take notes while reading to create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read. 2. Read an informational book and summarize the main ideas.

**6E1b.7:** Make reasonable statements and conclusions about a text, supporting them with evidence from the text.

Example: After reading about Leonardo da Vinci, describe his greatest achievements.

## Learner Background

* Students will be introduced to the idea of Ancient Civilizations and how they are significant.
* Students have a strong background in researching skills.

## Student Learning Objective(s)

* Students will locate and compare the major river systems in the Mesopotamian, Ancient Egyptian, and Kush empires and discuss the physical settings that supported permanent settlement.
* Students will trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

## Assessment

* Students will locate and label the major river systems in the Mesopotamian, Ancient Egyptian, and Kush empires on a map.
* Students will take the role of a citizen in all of the studied Ancient Civilizations (Mesopotamia, Ancient Egypt, or Kush) and describe the agricultural techniques that they use on an everyday basis in a written diary entry.

## Materials/Resources

* Mesopotamia By: Sunita Apte (or similar book)
* Step Back in Time to Ancient Kush By: K.N. Chimbiri (or similar book)
* Everything Ancient Egypt By: Crispin Boyer (or similar book)
* Laptops for each student (or frequent visits to the computer lab)
* Maps of Mesopotamian (use attached, or textbook)
* Maps of Kush (use attached, or textbook)
* Maps of Ancient Egypt (use attached, or textbook)
* Unlabeled Map of the Middle East (attached)
* Present-Day Tigris and Euphrates River Photos (attached)
* Present-Day Nile River Photos (attached)

## Teaching Model/Strategy

* Direct Instruction & Gradual Release of Responsibility

## Learning Activities

### Day 1

#### Initiation:

* Using a Smart Board (or another method) display a world map for the students and ask if anyone can find where the country of Iraq is.
  + If a student(s) know, have them point it out on the map.
  + If they do not, ask for a more obvious country in the same area (e.g. Iran, India, Egypt, etc.)
* Once the class has identified the area of present-day Iraq, show them photos of the present-day Tigris and Euphrates (attached).
* Inform them that these rivers provided fertile, rich soil for the Mesopotamia civilization.

#### Lesson Development:

* Hand out the classroom laptops (or visit the computer lab) and have the students each research at least 10 facts about Mesopotamia that they will then share with the class.
  + While the students are researching, walk around the classroom and monitor progress.
* After the students all have their 10 facts, have them each share and compare what they found with a person sitting next to them.
* Then have each pair share what they discussed to the class and compile these facts on the Smart/white board.
  + If any important facts are missing, add them to the list while explaining their importance.
* Ask the class if they have any further questions about the information that they found about Mesopotamia.
* Show the class this video about Mesopotamian agriculture:
  + <https://www.youtube.com/watch?v=Ki8S5I83Ccc>
  + Suggest that they take notes in order to be prepared for the next assignment
* Ask the class if they have any further questions about the video.

#### Closure:

* Ask the students to take the role of a Mesopotamian farmer who is writing in a journal about their daily experiences as a farmer in Mesopotamia.
  + Tell the students to use information from the video and information discussed in class, but if they need further information they may research into it further and finish the journal entry by the next day.

### Day 2

#### Initiation

* Using a Smart Board (or another method) display a world map and point out where the present-day country of Egypt is.
* Once the class has identified the area of present-day Egypt, show them photos of the present-day Nile River (attached).
* Inform them that these rivers provided fertile, rich soil for the Ancient Egyptian civilization.
  + Ask the students if they can connect this with anything previously learned about Ancient Civilizations (e.g. Tigris and Euphrates rivers)

#### Lesson Development

* Hand out the classroom laptops (or visit the computer lab) and have the students each research at least 10 facts about Ancient Egypt that they will then share with the class.
  + While the students are researching, walk around the classroom and monitor progress.
* After the students all have their 10 facts, have them each share and compare what they found with a person sitting next to them.
* Then have each pair share what they discussed to the class and compile these facts on the Smart/white board.
  + If any important facts are missing, add them to the list while explaining their importance.
* Ask the class if they have any further questions about the information that they found about Ancient Egypt.
* Show the class this video about Egyptian culture:
  + <https://www.youtube.com/watch?v=ZvshtiEYdOQ>
  + Suggest that they take notes in order to be prepared for the next assignment
* Ask the class if they have any further questions about the video.

#### Closure:

* Ask the students to take the role of an Ancient Egyptian farmer who is writing in a journal about their daily experiences as a farmer in Ancient Egypt.
  + Tell the students to use information from the video and information discussed in class, but if they need further information they may research into it further and finish the journal entry by the next day.

### Day 3

#### Initiation

* Show the class a video overviewing the Kush Empire:
  + <https://www.youtube.com/watch?v=b86XE3TbXg0>
* Split the class up into assigned groups and ask them to list items seen in the video that would be important to an everyday citizen of Kush.
* Then ask the groups to share to the class what they listed and then write these items on the Smart/white board.

#### Lesson Development

* Hand out blank maps of the Ancient Egyptian/Mesopotamian areas and colored pencils.
* Ask the students to work with someone sitting next to them and color and label the Ancient Egyptian, Mesopotamian, and Kush empires on their blank map as well as the relevant bodies of water (i.e. rivers, lakes, seas, oceans) in each of the civilizations.
  + Inform the students to use their available resources for assistance (e.g. laptops, history textbooks, word maps, etc.)
  + While the students are working, monitor each of the partner’s projects.
* Once all of the partner’s have finished, have volunteers come to the Smart board and label the areas so the entire class can check their work.

#### Closure:

* Ask the students to take the role of a King or Queen of the Kush Empire who is writing in a journal about their daily experiences (e.g. duties, worries, everyday practices, etc.).
  + Tell the students to use information from the video and information discussed in class, but if they need further information they may research into it further and finish the journal entry by the next day.
* Remind the students that they will be tested on the locations of the Tigris, Euphrates, and Nile rivers as well as their respective civilizations (Mesopotamian, Ancient Egyptian, and Kush empires).

### Day 4

* Tell the students that they will be tested on their knowledge of the Mesopotamian, Ancient Egyptian, and Kush empires as well as their corresponding rivers (the Tigris, Euphrates, and Nile rivers)
* Pass out a blank map of the Middle East region and have students use colored pencils to color and label all three of the studied empires.
  + Remind students that they must label all three rivers and civilizations.
* Once the students have all finished, pull up a map of the civilizations on the SMART board to immediately review the information that they tried to recall.

**Individuals Needing Differentiated Instruction:**

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Low level | This group of students have shown that they have difficulty with researching and utilizing computers to complete assignments. | These students could be provided a checklist of steps that will walk them through completing the assignment. |
| Above level | These students have shown major strengths in researching via the internet and utilizing computers when completing assignments. | Utilizing the school’s research database, these students will be told to use the Level 3 pages during their research. |
| Language Learners | These students have a primary language other than English that is used at their home. | These students will be provided directions to change the language on their computers to their home language during research. |

Map of Mesopotamia



Map of Kush



Map of Ancient Egypt



Present-Day Tigris River



Present-Day Euphrates River



Present-day Nile River



Unlabeled Map of the Middle East (test)

